

Hqtv" Y qtvj "Kp fgrgp fgpv"Uejqqn" Fkuvtkev

36;"Pqtvj" Jk" Oqwpv"Gng o gpvct {"Uejqqn

4245/4246"K o r t x g o g p v " R n c p



# Okukqp"Uvcvg o gpv

North Hi Mount ensures that our students are prepared for today's global society by providing rigorous, meaningful instruction, in a safe, supportive and positive environment.

## Xkukqp

Our vision is to be the best school in U.S.

## Xcnwg"Uvcvg o gpv

We, the staff and the parents, work together to help our students:

1. **Work Hard** to get smarter.
2. Be students of **Integrity** who are the best behaved in Texas at school, at home, and in the community.
3. Embrace diversity, and treat all individuals with **respect**.
4. Develop **Leadership** skills to positively impact their lives and community.

# Vcdng"qh"Eqpvgpvu

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# Eq o r t g j g p u k x g " P g g f u " C u u g u u o g p v

T g x k u g f 1 C r r t q x g f < " L w p g " 3 . " 4 2 4 5

## Demographics

F g o q i t e r j k e u " U w o o c t {

With more than 84,000 students in 82 elementary schools, 24 middle schools and 6th grade centers, 21 high schools and multiple other campuses, Fort Worth ISD is a highly diverse

school in providing high-expectations for students and staff.

There has been an increase of office referrals in the past two years. There are primarily 10 students that have received 90% of the referrals of the office. Most students receiving office referrals are receiving behavior intervention plans, 504 accommodations, or special education support. African American students are over represented in the referrals. Most students needing support from administration have documented needs in emotional and or self regulation abilities. As a whole, most incidents in the classrooms at NHM are handled through Restorative interventions in the classrooms. The main goal is for students to remain in the classroom for instruction and not to be sent out of the instructional environment.

The campus mission statement is "NHM ensures that our students prepared for today's global society by providing rigorous, meaningful instruction in a safe, supportive, and positive environment." The vision statement is "To be the best school in the U.S." The philosophy of the school is to provide an education based on academic, social emotional wellness and students "learn like a champion every day by showing their four North Him Mount golas: integrity, respect, hardwork, and leadership."

In the beginning of the year, FWISD placed restrctions based on COVID-19 that did not allow parents or volunteers to be in the building. We have slowly increased volunteers of parents, Arlington Heights High School, and Arlington Heights United Methodist Church, and local businesses in our area. During the 2021-2022 school year our PTA increased membership and exceeded expectations of membership, beautification of cthe campus, social-emotional needs of students and teachers, and professional development assistance. Our PTA continues to be a power house of support for all students.

### **Fg o q i t c r j k e u " U v t g p i v j u**

Mobility of North Hi Mount students is less than 11%. This is less than the rest of the district. We have many families that choose to transfer into NHM and are willing to wait on the Wait List due to our student performance and highl familiy engagement. Our Economically Disadvantage population is around 50% for the last five years.

Academically students in the upper grades have been above 70% or higher on STAAR tests. North Hi Mount works hard to close the gaps in learning over the past few years.

The campus enrollnet numbers have been on a slow increase even though we have dealt with Covid 19.

Teachers support students through MTSS program in whcih at-risk students, failling students, or students that teachers can use when they are concerned about their social emotional wellness or their lack of progress in academics . The Instructional Leadership Team continually improves engagement through the Family Engagement Speciaolist to assure all parents know specific learing strengths and gaps. The attention to individual students that needed grade or attendance recovery have been receiving time to make up cntent in learning. Most teachers are familiar and have been receiving updated professional learning in PBIS to assure students are safe. The safety team has all been trained in CPI and drills and review of drills take place regurally.

### **Rt q d n g o " U v c v g o g p v u " K f g p v k h { k p i " F g o q i t c r j k e u " P g g f u**

**Rtqdn g o "Uvcvg o gpv"3<** At North Hi Mount our 2022-2023 yearly attendance average is 94% and our FWISD district yearly attendance goal is 96%. **Tqqv"Ecwug<** We did not create a campus wide attendance plan. We did not create in branching minds intervention plans for attendance. We have not implemented an incentive plan. The principal had a different focus on instruction. The principal was new to the campus and focused on instruction and classrooms. The principal wasn't familiar to branching minds.

**Rtqdn g o "Uvcvg o gpv"4\***Rtkqtkvk|gf+<**** Our data shows that the 76% of our behaviors documented in branching minds are for male students during unstructured time. **Tqqv"Ecwug<** Lack or limited supervision during unstructured time. There is a lack of understanding of what recess should look like for students and teachers. We did not create a supervision or expectations for recess plan. The new admin team at our school did not expect as many behavior problems. They had limited data from the previous year.

# Student Learning

Uwfgpv"Ngctplpi"Uwo o ct{

# School Processes & Programs

UejqqnRtqeguugu" ("Rtqite ou"Uwo o ct{



# Perceptions

## Rgtegrvkqpu"Uw o o ct{

At North High Mount, we prepare all students for success in college, career, and community leadership by recruiting and retaining highly qualified teachers who believe that all students can learn and achieve at high levels. We provide a unique two-way dual language program for students that qualify and maintain learning expectations in the program. We provide quality academic instruction meeting each students' needs and pressing them to excel and challenge themselves with data measures and goal setting. We make decisions and implement systems that are based on knowing each students' needs and seeing all students every day. We are blessed to partner with NHM PTA to provide quality enrichment opportunities, engagement with families and our coummunict and additional resources for students and teachers. We expect our students to do what is right, do their best, and show others grace and honor.

## Rgtegrvkqpu"Uvtgpi v ju

Staff reports a huge improvement in the culture on campus. Teachers recognize that we are working together to create a positive, safe, and fair work environment. Teachers report that they enjoy their teams and trust one another to work hard for each other and the student body. Teachers and staff voice that they believe in the positive, respectful and productive leadership from campus administration and office staff. Our students demonstrate joyful learning and seem to feel safe and respected at NHM. Parents are grateful to our teachers and staff for educating their children. There is an increase in pride in the development of relationships, updates on building and playground structures, and consistent enrichment opportunities for children. Thee perceptions are based on qualitiative data collected from emails, social media posts, phone calls, and many meetings with individual families and group meetings.

## Rtqdn g o "Uvcvg o gpvu"Kfgpvkh{kp i "Rgtegrvkqpu"Pggfu

**Rtqdn g o "Uvcvg o gpv"3<** North Hi Mount has a perception of a high achieving campus our MAP data shows high achievement and low growth. **Tqqv"Ecwug<** The I do portion of the lesson is too long. Teachers are not proficient in the new curriculums. Focus of the lesson was not on student engagement. Lack of training on the material.

**Rtqdn g o "Uvcvg o gpv"4"\*Rtkqtvk|gf+<** North Hi Mount has a perception of good communication between stakeholders. **Tqqv"Ecwug<** Not enough information is shared, more committees are needed, more buy in/ownership/input from staff, more focus for staff meetings, transparency of goals set forth by the district

# Rtkqtkv{"Rtqdnng o "Uvcvg o gpvu

**Rtqdnng o "Uvcvg o gpv"3:** Our data shows that the 76% of our behaviors documented in branching minds are for male students during unstructured time.

**Tqqv"Ecwug"3:** Lack or limited supervision during unstructured time. There is a lack of understanding of what recess should look like for students and teachers. We did not create a supervision or expectations for recess plan. The new admin team at our school did not expect as many behavior problems. They had limited data from the previous year.

**Rtqdnng o "Uvcvg o gpv"3" Ctgeu:** Demographics

**Rtqdnng o "Uvcvg o gpv"4:** At North Hi Mount our middle of year MAP Literacy - 2nd grade 26% students met minimal growth at middle of the year.

# Equity and Access to Quality Education

The following data were used to verify the comprehensive needs assessment analysis:

## Key Data Sources

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Additional Data Sources

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Other Data Sources

- Closing the Achievement Gap data
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed interim assessments including all versions



\*INCREASE THE PERCENTAGE OF KINDERGARTEN - GRADE 3 STUDENTS WHO MEET OR EXCEED GRADE LEVEL EXPECTATIONS ON KEY MAP

# Fluency Indicators

Texas Department of Education | 2023-2024

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

\*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 63% to 73% by May 2024. (ADD DATA)

Key Indicators

JD5 Fluency Indicators

Circle Phonological Awareness, MAP BOY, MOY, EOY, - Growth and Fluency, TXKEA

Cevkqp"Uvgr"3" Fgycknu

Tgxkg y u

Cevkqp"Uvgr"3<

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

\*Increase the percentage of our Hispanic PreK students results Using Circle Phonological Awareness (gender, race, program, other) from 89\_% to 95\_\_% by May 2024 (ADD DATA).

**Jki j "Rtkqtkv{**

**JD5"Fluvtkv" I qen**

**Gxcnwcvkqp"Fcvc"Uqwtegu<** Circle Phonological Awareness

Improve the quality and alignment of Tier 1 instruction for all students by developing opportunities for teachers to engage in lesson internalization through PLC's, walkthroughs, observations, coaching and feedback.

**Uvtcygi {u"Gzrgevfg" Tguwnvlk o rcev<** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English.

**Uvchh" Tgurqpukdng" hqt" Oqplvqtkpi<** Instructional Leadership Team

**Vkvnq"K<**

2.4, 2.5, 2.6

- **VGC"Rtkqtkvkgu<**

**Findings:** At North Hi Mount our middle of year MAP Literacy - 2nd grade 26% students met minimal growth at middle of the year. **Causes:** New curriculum, miscommunication in our district between our district and the Amplify trainers, Amplify trainers focused on knowledge at first and we needed to focus on skills as well, miscommunication of professional development, inadequate monitoring tool in Amplify to predict MAP Growth



Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

\*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 45% to 55% by May 2024.

**Jki j "Rtkqtkv{**

**JD5"Fluvtkv" I qcn**

**Gxcnwvkkp"Fcvc"Uqwtegu<** Lexia

TXKEA

MAP

Amplify

Strategic Monitoring

Interim Assessments (3-5)

Improve the quality and alignment of Tier 1 instruction for all students by developing opportunities for teachers to engage in lesson internalization through PLC's, walkthroughs, observations, coaching and feedback.

**Uvtevgi { }u"Gzrgevgf" Tguwvkl o rcev<** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 45% to 55% by May 2024.

**Uvchh" Tgurqpukdng" hqt" Oqplvqtkpi<** Principal, AP, CIC, Teachers and staff.

**Vkvng"K<**

2.4, 2.5, 2.6

- **VGC"Rtkqtkvkgu<**

Build a foundation of reading and math

- **GUH"Ngxgtu<**

Lever 5: Effective Instruction

**Rtqdn g o "Uvevg o gpvu<** Student Learning 2





**Rtqdn g o "Uvcv g o gpv"3:** At North Hi Mount our middle of year MAP Math - 2nd grade 24% students met minimal growth at middle of the year. **Tqqv"Ecwig:** Teacher new to elementary. Teacher went on maternity leave. New curriculum. Dream Box launched after Thanksgiving. Dream Box training was one hour. Equip and Affirm learned in November. Limited number of hands-on activities. Limited training on interventions and small groups.

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Increase the percentage of Economically disadvantaged students in Kinder to 5th MAP Math Growth or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 43% to 53% by May 2024. (add data)

Jki j "Rtkqtkv{

JD5"Fluvtkv" I qcn

Gxcnwcvkqp"Fcvc"Uqwtegu< Math MAP data - BOY, MOY< EOY

Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance task, classroom activities, assignments, interventions, and formative assessments from the curriculum framework.

Uvtevgi {}u"Gzrgevfgf" Tguwvkl o rcev< Increase the percentage of Economically disadvantaged students in Kinder to 5th MAP Math Growth or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 43% to 53% by May 2024

Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Principal, AP, CIC, Teachers and staff

Vkvnng"K<

2.4, 2.5, 2.6



- VGC"Rtkqtkvkgu<

Build a foundation of reading and math

- GUH"Ngxgtu<

Lever 5: Effective Instruction


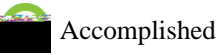
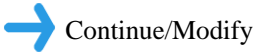

Rtqdnng o "Uvtevg o gpvu< Student Learning 1

Cevkqp"Uvgr"3" Fgvcknu	Tgxkg y u			
<p><b>Cevkqp"Uvgr"3</b> &lt; Continue to build the instructional capacity of the instructional leadership team via coaching focusing on frequent classroom data collection walks, data analysis, calibration of feedback and action planning for instructional support.</p> <p><b>Kpvpgp fgf" Cw fgkpeg</b> &lt; Instructional Leadership Team</p> <p><b>Rtqxkfgt"l"Rtgugpvgt"l"Rgtuqp" Tgurqpukdng</b> &lt; Principal and AP</p> <p><b>Fcvg*u+"l"Vko ghtc og</b> &lt; August 2023 - May 2024</p> <p>Bi weekly ILT meetings</p> <p><b>Eqmcdqtcvkpi" Fgrctv ogpvu</b> &lt; Executive director and school leadership</p> <p><b>Fgnkxgt{ "Ogvjqf</b> &lt; During ILT Meetings</p> <p><b>Hwpfkpi"Uqwtegu</b> &lt; Math based books in Spanish - BEA (199 PIC 25) - 199-11-6329-001-149-25-313-000000 - \$2,261</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
	 			

2024.

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August

Cevkqp"Uvgr"3" Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"3&lt; Continue to build the instructional capacity of the instructional leadership team via coaching focusing on frequent classroom data collection walks, data analysis, calibration of feedback and action planning for instructional support.</p> <p>Kpvpgfgf"Cwfkppeg&lt; Instructional Leadership Team</p> <p>Rtqxkfgt"l"Rtgugpvg"l"Rgtuqp" Tgurqpukdng&lt; Principal and AP</p> <p>Fcvg*u+"l"Vko ghtc o g&lt; August 2023 - May 2024</p> <p>Bi Weekly ILT Meetings</p> <p>Eqmcdqtcvki" Fgrctv o gpvu&lt; Executive Director and School leadership</p> <p>Fgnkxgt{"Ogvjqf&lt; During instructional leadership team meetings</p> <p>Hwpfkpi"Uqwtegu&lt; Tutor with degree - Title I (211) - 211-11-6117-04E-149-30-510-000000-24F10 - \$23,000</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

**Rtqdn g o "Uvcv g o gpv"3:** At North Hi Mount our middle of year MAP Math - 2nd grade 24% students met minimal growth at middle of the year. **Tqqv" Ecvug:** Teacher new to elementary. Teacher went on maternity leave. New curriculum. Dream Box launched after Thanksgiving. Dream Box training was one hour. Equip and Affirm learned in November. Limited number of hands-on activities. Limited training on interventions and small groups.



Increase the perce ±

**Findings:** At North Hi Mount our middle of year MAP Literacy - 2nd grade 26% students met minimal growth at middle of the year. **Causes:** New curriculum, miscommunication in our district between our district and the Amplify trainers, Amplify trainers focused on knowledge at first and we needed to focus on skills as well, miscommunication of professional development, inadequate monitoring tool in Amplify to predict MAP Growth

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_13\_% to \_70\_% by May 2024.

Jki j "Rtkqtkv{

JD5"Fluvtkv" I qcn

Gxcnwcvkqp"Fcvc"Uqwtegu< STAAR

Develop and maintain a data- informed culture to ensure evidence-based decision making that leads to positive outcomes.

Uvtcvgi {)u"Gzrgevfgf" Tguwnvlk o rcev< Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from XX% to XX% by May 2023.

Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Campus Admin, CIC, Teachers and staff

Vkvg"K<

2.4, 2.5, 2.6





- VGC"Rtkqtkvkv<

Build a foundation of reading and math

- GUH"Ngxgtu<

Lever 5: Effective Instruction

Rtqdnq o "Uvcvg o gpvu< Student Learning 1

Cevkqp"Uvgr"3"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"3&lt; The AP will compile formative and summative data reports to share with teachers. The AP will also assist teachers and the ILT in the data analysis and action planning for student success.</p> <p>kpvpgfgf"Cwfkppeg&lt; Teachers</p> <p>Rtqxifgt"l"Rtgugpygt"l"Rgtuqp" Tgurqpukdng&lt; Principal and AP</p> <p>Fcvg*u+"l"Vko ghtc o g&lt; August 2023-May 2024</p> <p>Eqmedqtcvki" Fgrctv o gpvu&lt; ADQ</p> <p>Fgnkxgt{"Ogvjqf&lt; Varied</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Rtqdn g o "Uvcvg o gpn"3:** At North Hi Mount our middle of year MAP Math - 2nd grade 24% students met minimal growth at middle of the year. **Tqqv"Ecwig:** Teacher new to elementary. Teacher went on maternity leave. New curriculum. Dream Box launched after Thanksgiving. Dream Box training was one hour. Equip and Affirm learned in November. Limited number of hands-on activities. Limited training on interventions and small groups.

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance)

from 11 to 6% by May 2024.

Gxcnwvklqp"Fcvc"Uqwtegu< Focus report  
Branching Minds  
Parent Engagement Phone Calls

Align and leverage programs, resources, and multi-tiered systems of support to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents and improve school climate and culture.

Uvtcygi {}u"Gzrgevfg" Tguwvkl o rcev< Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 11 to 6% by May 2024.

**Rtqdn g o "Uvcvg o gpv"3:** School wide procedures not set campus wide. **Tqqv"Ecwug:**

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Decrease the overall number of discipline referrals by school personnel from 47 to 23 by May 2024.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 39 to 20 by May 2024.

Restorative Practice  
Branching Minds

Align and leverage programs, resources, and multi-tiered systems of support to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents and improve school climate and culture.

**Findings:** Our data shows that the 76% of our behaviors documented in branching minds are for male students during unstructured time. **Issue:** Lack or limited supervision during unstructured time. There is a lack of understanding of what recess should look like for students and teachers. We did not create a supervision or expectations for





**Findings:** Our data shows that the 76% of our behaviors documented in branching minds are for male students during unstructured time. **Issue:** Lack or limited supervision during unstructured time. There is a lack of understanding of what recess should look like for students and teachers. We did not create a supervision or expectations for

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 3 to 6 by May 2024.

**Gxcnwckqp"Fcvc"Uqwtegu** PTA and Grade Level Events  
Pictures and sign in sheets

Foster collaborative partnerships (High Impact Tutoring, Campus Data Analysis, ILT, PLCS, Pyramid meetings, SBDM & Student Council) with all stakeholders to communicate data informed needs and formulate solutions for improved student outcomes.

**Uvtcvgi {}u"Gzrgevfg" Tguwnvk o rcev** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 3 to 6 by May 2024.

**Uvchh" Tgurqpukdng" hqt" Oqplvqtkpi** FES, Campus Admin, SST, Staff, Counselor and PTA

**Vkvnq"K**  
4.1, 4.2

- **VGC"Rtkqtkvkgu**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- **GUH"Ngxgtu**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Rtqdnq o "Uvcvg o gpvu** Perceptions 2

<b>Cevkqp"Uvgr"3" Fgycknu</b>	<b>Tgxkgy u</b>

**Rtqđng o "Uvcvg o gpv"4:**

# E c o r w u " H w p f k p i " U w o o c t {

V k v n g " K " * 4 3 3 +							
F k u v t k e v I q c n	U e j q q n R g t h q t o c p e g Q d l g e v k x g	U v t c v g i {	C e v k q p U v g r	T g u q w t e g u " P g g f g f	F g u e t k r v k q p	C e e q w p v " E q f g	C o q w p v
1	3	1	1	Tutor	Tutors without degree	211-11-6127-04E-149-30-510-000000-24F10	\$18,571.90
2	3	1	1	Tutor with degree	Tutors with degree or certified	211-11-6117-04E-149-30-510-000000-24F10	\$23,000.00
<b>U w d / V q v c n</b>							\$41,571.90
<b>D w f i g y g f " H w p f " U q w t e g " C o q w p v</b>							\$41,571.90
<b>- 1 / " F k h h g t g p e g</b>							\$0.00
U E G " 3 ; ; " R K E " 4 6 +							
F k u v t k e v I q c n	U e j q q n R g t h q t o c p e g Q d l g e v k x g	U v t c v g i {	C e v k q p U v g r	T g u q w t e g u " P g g f g f	F g u e t k r v k q p	C e e q w p v " E q f g	C o q w p v
1	1	1	1	SPED supplies for instruction	Supplies and materials for instructional use	199-11-6399-001-149-24-313-000000-	\$2,108.00
1	1	1	1	SPED books that are inclusive	Reading materials for classroom use	199-11-6329-001-149-24-313-000000-	\$2,108.00
<b>U w d / V q v c n</b>							\$4,216.00
<b>D w f i g y g f " H w p f " U q w t e g " C o q w p v</b>							\$4,216.00
<b>- 1 / " F k h h g t g p e g</b>							\$0.00
R e t g p v " G p i c i g o g p v							
F k u v t k e v I q c n	U e j q q n						

				DGC*3;;RKE*47+			
Fluktvev I qcn	Uejqqn Rgthqt o cpeg Qdlgevxxg	Uvtcvgi {	Cevkqp Uvgr	Tguqwtegu"Pggfgf	Fguetkrvkqp	Ceeqwpv"Eqfg	C o qwpv
2	2	1	1	Math based books in Spanish	Reading materials - instruction	199-11-6329-001-149-25-313-000000	\$2,261.00
						Uwd/Vqvcn	\$2,261.00
						Dwfi gygf"Hwpf"Uqwteg"C o qwpv	\$4,590.00
						-1/"Fkhgtgpeg	\$2,329.00

I dcn

Qvjgexa

Uvtcvgi {

Ø E E B X O M & B C H